

AL-2.2010-113



Student and teacher: Use this cover sheet for mailing or faxing.

**ASSIGNMENT BOOKLET**  
SST2772 Social Studies 20-2  
Module 3 Assignment

**FOR STUDENT USE ONLY**

Date Assignment Submitted:

\_\_\_\_\_

Time Spent on Assignment:

\_\_\_\_\_

(If label is missing or incorrect)

Student File Number:

\_\_\_\_\_

Module Number: \_\_\_\_\_

**FOR OFFICE USE ONLY**

Assigned

Teacher: \_\_\_\_\_

Assignment

Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

**Student's Questions  
and Comments**

Apply Module Label Here

Name

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Please verify that preprinted label is for  
correct course and module.

**Teacher's Comments**

\_\_\_\_\_  
Teacher

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When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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# SOCIAL STUDIES 20-2

Learn  veryWare

## Nationalism



### Module 3 Contemporary National Interests Assignment Booklet

 envision

## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1	55	
Section 1: Lesson 2	35	
Section 1 Challenge	20	
Module 3 Challenge to Take Action	15	
	125	

### Teacher's Comments

Social Studies 20-2  
Module 3: Contemporary National Interests  
Assignment Booklet  
ISBN 978-0-7741-3154-4

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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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## **MODULE 3 ASSIGNMENT BOOKLET**

The assignments in this assignment booklet will be submitted for grading. Answer each question in the space provided, or go to where you are directed.

### **MODULE 3: SECTION 1: LESSON 1**

#### **Self-Determination—Who Decides?**

##### **20 marks**

For this assignment you may choose either Task 1 or Task 2.

##### **Country A**

This is a dominant culture in terms of land size, power, wealth, global influence, population, and expansionist tendencies.

##### **Country B**

This is an older, established culture, with a unique language and religion. It is smaller in size and wealth than Country A and is non-industrial, peaceful, and possesses a communal culture.

##### **Task 1**

Imagine what would happen if your culture was not able to protect itself from a more powerful neighbouring culture. For example, you may have to watch TV in their language, only listen to their music (e.g., folk music instead of rap), and practise their religion because yours has been banned. How long would it take for one culture to overtake the other?

In Task 1, think about how Country B might resist threatening gestures from Country A. You are a citizen of Country B and must find a way to unite your people so that you can defend your land and culture.

You will design an advertising campaign aimed at educating your people to resist possible domination by the more powerful country. This campaign could include bumper stickers, pamphlets, posters, T-shirts, radio ads, Internet pop-up ads, TV commercials, or videos.

Think about the best way to get your message out. What media should you use? For example, you may choose to prepare a blog or create a multimedia presentation. If you choose to do a multimedia presentation, it should be no more than three minutes in length. This rubric will help you develop a theme.

**Self-Determination Rubric (20 marks)**

Category	5	3	2	Marks/ 20
<b>Originality</b>	The presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	The presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	The presentation shows an attempt at originality and inventiveness in one or two ways.	
<b>Text – Font Choice &amp; Formatting</b>	The font formats (e.g., colour, bold, italic) have been carefully planned to enhance readability and content.	The font formats have been carefully planned to enhance readability.	The font formatting has been carefully planned to complement the content. It may be a somewhat hard to read.	
<b>Effectiveness</b>	The project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	The project includes most material needed to gain a comfortable understanding of the topic, but is lacking one or two key elements. It is an adequate study guide.	The project is missing more than two key elements. It would make an incomplete study guide.	
<b>Sequencing of Information</b>	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way. One item of information seems out of place.	Some information is logically sequenced. An occasional item of information seems out of place.	

**Task 2**

In the real world, powerful nations often control the culture, economics, and politics of other, less dominant nations. For example, think back to Tibet and China or India and Kashmir, as well as Canada and many First Peoples within its borders.

Why have people chosen to organize themselves into nations in the first place? Is it wrong to deny a people a national territory?

Choose a pair of countries or national groups and give a synopsis of their history and relationship. Use point form notes to fill in this chart called "Self-Determination—Who Decides."

Use the same rubric as for Task 1.

**Self-Determination—Who Decides?****Task 2**

Relationship between		
	Country A	Country B
Origins of dispute		
Steps taken toward self-determination		
Steps taken to halt self-determination		
What it would mean if self-determination was won		

## Why Do Nations Pursue Self-Determination?

**35 marks**

## Why do nations pursue self-determination?

Your response to the question should be about 300 words long.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**There is more room on the following page for your response.**



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## MODULE 3: SECTION 1: LESSON 2

# Kashmir: A Troubled Paradise Editorial

**35 marks**

After viewing the presentation entitled “Kashmir: A Troubled Paradise,” what is your reaction to this issue? In an editorial no longer than 300 words, discuss the issues facing Kashmir. Provide information about the following:

- What is the central issue facing Kashmir?
- Who is involved in the dispute?
- What actions has each country taken to resolve this issue?
- Can this issue be resolved?
- Who should decide?
- What is your recommendation for resolving this central issue?

Your writing should address the main issue, present the views of both sides, note why the main issue needs to be resolved, and, finally, you should speculate about the fate of Kashmir and its people. Spelling and grammar are very important. When completed, submit the editorial to your teacher.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**There is more room on the following page for your response.**

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## MODULE 3: SECTION 1 CHALLENGE

### Self-Determination

#### Assignment Instructions

##### Part I

- Choose two of the territories from the table that follows.
- Conduct Internet research to identify the name of a national self-determination movement involved in each of the two territories you chose.
- Identify each group's motivation for pursuing self-determination.
- Indicate how these groups have pursued or are pursuing self-determination.
- You will need to conduct Internet or other research on each movement's goals and past actions to form your position on this subject.
- Cite your sources in the references section. You should have a minimum of four references.

Self-Determination Table	
Belgium	Palestine
Lakota Sioux (United States)	South Ossetia (Georgia)
Tibet (China)	Darfur (Sudan)

##### Part II

**Your mission:** You will assume the role of an independent advisor contracted by one of the nationalist movements you chose. This group has hired you to prepare three key guidelines for its new Charter of National Duties. These guidelines for new members will outline what is permitted and what is prohibited in the movement's pursuit of self-determination.

\*You are an independent advisor—this means your recommendations do not need to fall in line with the movement's present policies or practices.

##### What you need to do:

- Design at least three guidelines for the movement's new Charter of National Duties.
- The three guidelines for the Charter should reflect your (not the movement's) response to the Related Issue Question: How far should a nation go in pursuing national interest?

Consider the obligations of a nation to its citizens, the dangers of ultranationalism, and the threats to international peace and stability. Also, consider the rights and duties of a nation toward its citizens and the extent to which a nation must (or must not) limit its pursuit of self-interest.

Submit your completed assignment to your teacher.

Your assignment will be graded according to the following rubric.

### Self-Determination Rubric (20 marks)

Category	5	3	2	Marks / 20
<b>Originality</b>	The presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	The presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	The presentation shows an attempt at originality and inventiveness in one or two ways.	
<b>Text – Font Choice &amp; Formatting</b>	The font formats (e.g., colour, bold, italic) have been carefully planned to enhance readability and content.	The font formats have been carefully planned to enhance readability.	The font formatting has been carefully planned to complement the content. It may be a little hard to read.	
<b>Effectiveness</b>	The project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	The project includes most material needed to gain a comfortable understanding of the material, but is lacking one or two key elements. It is an adequate study guide.	The project is missing more than two key elements. It would make an incomplete study guide.	
<b>Sequencing of Information</b>	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way. One item of information seems out of place.	Some information is logically sequenced. An occasional item of information seems out of place.	

## MODULE 3: CHALLENGE TO TAKE ACTION

### Analyzing How Your Local Government Runs

#### Informing Yourself

Research how your local community (district, town, or city) governs and promotes itself. This large task can be broken down into smaller steps.

Here are some questions you may want to consider:

- When did your town or city establish a governing body? In other words, when did your town or city become incorporated?
- Who are the main individuals involved in governing your town or city? (e.g., a mayor, councillors, administrators, board members, etc.) What are the official titles of the different people involved in your community's decision-making processes?

- What is your town most famous for? Does your community promote this? Items could include your town history, the people who settled there, an annual event, or a well-known tourist attraction that people come to see. Specific examples in Alberta include Edmonton's West Edmonton Mall, Vegreville's Giant Ukrainian Easter Egg (Pysanka), and Devon's Blackgold Centre. Is there a sense of community or pride within your town or city? Are there stories or events that make your community unique?

## Engaging Yourself

If possible, witness your local government in action. This can be done in a couple of different ways. Options include the following:

- Attend a session of your city or town council. These meetings are typically open to the public. Be sure to make note of the topics discussed, who the various speakers are, and which audience is being affected by the discussions.
- If you are unable to attend a meeting, check your local TV channels for updates. Note that Access Network often covers Question Period for the provincial government, as well as the City of Edmonton and the City of St. Albert council meetings. Be sure to make note of the topics discussed, who the various speakers are, and which audience is being affected by the discussions.
- Is there a particular issue(s) that faces your community? Examples are noise pollution, making the streets safer, a need for improved transportation, or ice on the sidewalks. Talk with your family and friends to learn what their opinions are regarding the issues. Also, find out whether or not they feel that council is doing a good job of resolving the issues. Speak with a town councillor or mayor to learn his or her views of the issue. Write a brief paragraph about your findings.
- Do you believe that the local government is working with the province to promote or preserve the unique character of the community? Think back to what you have learned about self-determination. Write a brief paragraph responding to this question.
- Take a trip to the nearest library and research what you believe to be the most important decision made by the local government or council. Feel free to ask the librarian for some assistance and guidance. When was the decision made? What was it about? Why was it important or meaningful? What effect(s) did the decision have on your community, and are those effects still felt today?

## Taking Action

Based on your new-found knowledge of government and local attitudes in your community, propose how the student government in your school could be improved to make it more representative, engaging, and meaningful.

Create an "action plan" or a "proposal" and submit this document to your teacher and student council leader as a podcast, poster, or blog. Your proposal should include a list of things you would like to improve or adjust, followed by an explanation of how YOU would fix these specific issues.



The following are questions to consider:

- Are your ideas in the best interests of the student body as a whole, or just you?
- How would you promote your ideas to increase student involvement in student government?
- What specific outcomes would you like to see as a result of your ideas being implemented by your school? How will you know that your ideas or changes have made a lasting impact?

Check the following scoring criteria for more details.

### Scoring Criteria

15 marks

	5	3	2
<b>Informing Yourself About Research on Groups or Associations</b>	The student independently and consistently uses a variety of specific sources to find information and cites these sources. The student interprets information and draws specific, relevant conclusions about how these relate to self-determination in Canada.	The student uses more than two types of sources to find information and cites sources independently. The student interprets information and draws general but relevant conclusions about how these relate to promoting self-determination within Canada.	The student uses one type of source to find information and cites sources with some minimal prompting from the teacher. The student interprets information with superficial conclusions about how these relate to promoting self-determination in Canada.
<b>Engaging Yourself Through Participation in an Activity That Promotes Nationalism</b>	There is substantial documentation of participation in the activity with an explicit articulation of how and why self-determination is promoted in the activity.	There is generally clear and specific documentation of participation in the activity with a clear articulation of how and why self-determination is promoted in the activity.	There are gaps in the documentation of participation in the activity with a lack of specifics in the articulation of how and why self-determination is promoted in the activity.
<b>Taking an Action Plan</b>	The plan includes a goal statement that is clear, specific, measurable, and realistic. Included is a clear statement of the purpose with a wide variety of suggestions that feature promoting self-determination within the community.	The plan includes a goal statement that is specific and realistic. Included is a general statement of purpose with an acceptable number of suggestions to promote self-determination within the community.	The plan includes a goal but is unclear or unrealistic. Included is a vague statement of purpose that highlights some features promoting self-determination within the community.



<b>Podcast</b>	There is a clever introduction, with clear enunciation and correct grammar. It provides relevant information and establishes a clear purpose, engaging the listener immediately. The podcast includes a wide variety of appropriate, well-researched, and informative sources. There is an excellent summary of how the association promotes self-determination.	The student describes the topic and engages the audience as the introduction proceeds. The enunciation is generally clear and the grammar is almost always correct. The podcast includes appropriate and informative quotes from reliable sources. There is a good summary of how the association promotes self-determination.	The podcast is somewhat engaging although the purpose of the podcast is vague. The enunciation is at times unclear and distracting. Incorrect grammar is used. The podcast includes some variety of informative quotes but could use some editing. There is some connection and explanation of how the association promotes self-determination.
<b>Poster</b>	The poster includes all required elements as well as additional information. All items of importance on the poster are clearly labelled with labels that can be read from at least one metre away. All graphics are related to the topic and make it easier to understand. There are no grammatical or mechanical mistakes on the poster.	The poster includes several elements. Almost all items of importance on the poster are clearly labelled with labels that can be read from at least one metre away. Graphics are related to the topic and are visually appealing. Numerous grammatical or mechanical mistakes were found on the poster.	Several required elements are missing. Labels are too small to view or no important items are labelled. Graphics do not relate to the topic or are of poor quality. The poster is messy and shows little thought. Numerous grammatical and mechanical errors on the poster detract from the message.
<b>Blog</b>	The entry clearly responds to the prompt. The writer has chosen appropriate examples to support the topic. The entry has a strong central focus and is coherent. The entry demonstrates a sound understanding of the topic.	The entry mentions the prompt but could relate to it more directly. The entry might be missing necessary details. The organization is sometimes confusing. The entry is written in paragraph form, but may be missing a clear opening and/or conclusion. The entry demonstrates an understanding of writing conventions and has been proofread, though some surface errors remain that do not interfere with meaning. The blog demonstrates a good understanding of the topic.	The entry does not respond to the prompt. Important details are missing. The entry lacks focus and/or coherence. The entry demonstrates an emerging understanding of the topic. Incomplete and irrelevant information is provided.

